



## Frances F Mack Primary

161 Gaston Street  
Gaston, SC 29053

<b>Grades</b>	PK-2 Primary School	
<b>Enrollment</b>	617 Students	
<b>Principal</b>	Donna Goodwin	803-794-8369
<b>Superintendent</b>	Dr. Linda G. Lavender	803-568-1000
<b>Board Chair</b>	Mrs. Shelia Parkman	803-568-2786

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Average</b>
2008	Good	Below Average
2007	Good	At-Risk
2006	Excellent	Good
2005	Excellent	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
10	2	0	0	0

\* Ratings are calculated with data available by 03/12/2010. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	86.4%
Student-teacher ratio in core subjects	18.9 to 1
Teachers with advanced degrees	63.2%
Teachers returning from previous year	80.8%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	9.5 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=617)				
First graders who attended full-day kindergarten	93.3%	Up from 80.3%	100.0%	100.0%
Retention rate	2.0%	Up from 0.8%	4.6%	3.6%
Attendance rate	94.8%	Down from 95.9%	95.2%	95.7%
With disabilities other than speech	4.5%	Down from 6.8%	4.6%	4.2%
Older than usual for grade	0.0%	No Change	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	63.2%	Up from 61.4%	67.2%	60.7%
Continuing contract teachers	73.7%	Up from 59.1%	79.6%	83.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.6%	0.0%	0.0%
Teachers returning from previous year	80.8%	Down from 84.5%	89.9%	89.6%
Teacher attendance rate	93.9%	Up from 93.8%	94.9%	95.2%
Average teacher salary*	\$44,320	Up 6.3%	\$47,710	\$47,550
Professional development days/teacher	12.4 days	Down from 17.8 days	18.7 days	16.7 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	5.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 16.7 to 1	18.9 to 1	19.3 to 1
Prime instructional time	86.4%	Up from 85.3%	88.8%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,346	Up 25.5%	\$7,025	\$6,858
Percent of expenditures for instruction**	63.4%	Down from 66.1%	70.8%	70.4%
Percent of expenditures for teacher salaries**	56.8%	Down from 59.1%	65.4%	63.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Frances F. Mack Primary School faculty and staff continue to work toward building an effective Professional Learning Community (PLC), with increased team planning and focused professional development opportunities. We targeted professional study by dividing staff into two groups, child development and five-year-old kindergarten staff and first and second grade staff. The two groups focused on different books of study related to needs of our student population.

Our district is working collaboratively to develop curriculum resources. Grade-level teams met to discuss and analyze the South Carolina Standards to build together a common scope and sequence to facilitate the development of extensive units of study.

We are continuing parent/community outreach with learning opportunities such as, 'Lunch & Learn', 'Books & Breakfast,' and 'Evening with Education'. Parent participation has increased in all of these activities. Surveys indicate that parents feel these programs have helped them to develop strategies to help students grow academically in the home environment.

Frances Mack will continue to offer the four-year-old kindergarten program to all qualified students. This program is funded through the Child Development Education Pilot Program (CDEPP). Data indicates tremendous gains resulting from this initiative. Students are provided a literature-rich environment and goals are set for each student based on their developmental needs. Teachers are able to provide students meaningful and effective experiences with literacy and math, as well as, social interactions.

This year, our school developed individual student assistance plans for students who were identified as below grade level. A detailed process to screen students to determine specific needs and to establish documented interventions was developed. These interventions were administered and monitored weekly. Grade-level teams met weekly with school administrators, coaches and the instructional interventionist to brainstorm ideas and strategies for each student. This process is called Response To Intervention (RTI) and includes a tiered approach toward student assistance. Parents were included and met with teachers to coordinate home/school strategies.

Our focus for this coming school year includes continued efforts toward data-driven instruction. We received a grant, School Improvement Fund (SIF), that will enable us to coordinate our efforts toward effective data collection and analysis, and thus enable us to effectively modify classroom instruction.

We will continue as a "Keeping Learning on Track" (KLT) pilot school. This program provides training for teacher leaders' resulting in a shared learning process that will benefit all students. The trained teachers will work with grade-level teams to modify instruction to meet individual student needs.

Our vision of the ABC's, building blocks for education—"All About Learning," "Being Successful," and "Caring Community" has worked well to provide clarity and focus for us as we continue to grow as a neighborhood of learners.

Donna Scott, School Improvement Council Chairperson  
Donna Goodwin, Principal

Evaluations by Teachers

	Teachers
Number of surveys returned	24
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	79.2%

School Adequate Yearly Progress

NO

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	94.8%	94.0%*	Yes

\* Or greater than last year